DOCUMENT RESUME

ED 331 653 RC 018 065

TITLE	National Migrant Evaluation Committee Report.
INSTITUTION	National Association of State Directors of Migrant Education.
REPORT NO	TAC-B-101
PUB DATE	Apr 90
NOTE	68p.; Pages I-9-I-11 and II-17-II-18 contain partially legible print.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Achievement Tests; *Data Collection; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Migrant Education; Migrant Programs; Needs Assessment; *Program Evaluation
IDENTIFIERS	Hawkins Stafford Act 1988; *Migrant Education Needs Assessment Evaluation Sys; Migrant Student Record Transfer System

ABSTRACT

In 1989 the National Association of State Directors of Migrant Education appointed a National Migrant Education Evaluation Committee to plan the development and implementation of a uniform nationwide migrant education needs assessment and evaluation system (MENAES). This report summarizes the committee's activities and recommendations. The committee assumed that the Migrant Student Record Transfer System (MSRTS) will be the major system for verifying, storing, aggregating, and generating MENAES information. MENAES will contain two major components--desired outcomes and achievement. The committee established areas for desired student outcomes, including promotion rate, age/grade congruence, academic performance, graduation rate, secondary credit accrual, English language proficiency, and attendance rate. The committee also proposed desired program outcomes related to health and counseling services, coordination, and parental involvement. Each of these outcomes is described, methods of measurement are suggested, and strategies for use in data analysis are discussed.
Achievement-related needs assessment and evaluation reports will be based on norm-referenced test data obtained from individual students and stored in MSRTS. Initially, scores will be analyzed for only five commonly used achievement tests. Standards for data entry, MSRTS responsibilities, and deadlines for system activities are outlined. This report includes names and addresses of committee members, and sections of P.L. 100-297 (the Hawkins-Stafford Act of 1988) relevant to evaluation of Chapter 1 project results and student achievement. (SV)

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NATIONAL MIGRANT EVALUATION COMMITTEE REPORT

To the:
National Association of State Directors of Migrant Education
San Antonio, Texas
April, 1990

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Introduction

A REPORT OF THE NATIONAL MIGRANT EDUCATION EVALUATION COMMITTEE

FOREWORD

In April 1988, the Hawkins-Stafford Amendments to Chapter 1 were passed These amendments signal a renewed commitment to upgrade the educational achievement of the children served under the various Chapter programs. They recognize the importance of the Chapter 1 programs being accountable for the performance of children and establish national standards for the evaluation of the Chapter 1 programs.

The amendments require that the migrant education programs be evaluated in terms of their effectiveness for all students. In the case of formerly migrant students, the law requires that the evaluation also include information on whether achievement gains are sustained. Subsequent federal regulations state that desired outcome measures shall be a part of migrant education.

In the fall of 1988, the Office of Migrant Education (OME) requested that the National Association of State Directors of Migrant Education (NASDME) be closely involved with the United States Department of Education in the development of procedures to accomplish the evaluation requirements for migrant programs. An Ad-Hoc committee, consisting of staff from OME and representatives from NASDME, MSRTS, and the Chapter 1 Technical Assistance Centers, was formed to review the specific evaluation and demographic information needed and how the information would be collected. As the Ad-Hoc group explored various options for states to collect evaluation information, it soon became apparent that the MSRTS should be used as the major location for collecting, storing, aggregating, and reporting state-specific information. Also, it became apparent that a data collection and evaluation process could be useful to NASDME, MSRTS, OME, and the states in identifying certain trends about migrant children and their school performance. Such information would be helpful to education decisionmakers at the state and local levels in assessing student and program improvement activities to meet the needs of migrant children. The groups identified a two-prong process to assist states in fulfilling their evaluation requirements: a needs assessment process that focuses on a vital core of student information and an evaluation process that focuses on desired outcome measures and student achievement as measured by norm-referenced tests.

On May 1, 1989, the Ad-Hoc group presented to NASDME the following recommendations, which were approved:

1. NASDME form an Evaluation Committee that will develop recommendations on achievement data collection, measurement of other desired outcomes, time lines, and responsibilities for planning and implementing a migrant evaluation system.

2. NASDME empower the committee to develop a plan for a uniform migrant education data collection procedure that consists of a point-in-time "window" for administering standardized achievement tests, a process for states to enter data into the MSRTS, a process for quality

control and verification of data, and a system for the MSRTS to generate state and NASDME-specific reports.

3. NASDME review the final plan for needs assessment and evaluation, and, if approved, promote full participation by all states to implement the plan in providing the MSRTS complete and timely information and in utilizing the system to its best advantage.

In June 1989, the NASDME Executive Committee appointed a National Migrant Education Evaluation Committee to follow-through with the recommendations of the Ad-Hoc committee. This report synthesizes the deliberations and actions taken by the Evaluation Committee as we considered our charge.

A REPORT OF THE NATIONAL MIGRANT EDUCATION EVALUATION COMMITTEE

INTRODUCTION

The purposes of this report are to provide the National Association of State Directors of Migrant Education pertinent information about the activities of the National Migrant Evaluation Committee and a summary of pertinent actions by the committee to carry forward the tasks assigned by the NASDME Executive Committee. The committee met over the past year as a whole and as subcommittees, considering our charge:

1. Examine statutory and regulatory requirements for local and state evaluations, national evaluation standards, and state performance reports.

2. Develop a plan for a uniform migrant education needs assessment and and evaluation system (MENAES).

3. Develop a plan to implement the MENAES and to provide training to state and local staffs about the uses of MENAES for program evaluation, student needs assessment, and program improvement.

We discussed a wide range of testing issues and reporting procedures as we explored the charge. The committee labored long and hard on the many issues that surround student and program evaluation. In declaring expectations for the MENAES and recommending steps to be taken to fulfill them, our deliberations focused on three assumptions:

1. The Migrant Student Record Transfer System (MSRTS) will be the major system for verifying, storing, aggregating, and generating state-specific and NASMDE-specific MENAES information.

2. Achievement data are not the only measure of whether the migrant program is successful; such factors as improved school attendance, age in grade rate, and secondary credit accrual may also be appropriate measures.

3. The purposes of the MENAES are not to increase the data burden on state and local staff, but to facilitate a process to collect long-term trend information about the migrant education program.

In developing the plan for the MENAES and recommending steps to be taken to fulfill the plan, the committee recognizes the necessity for action on two fronts: leadership, support and resources from each state to energize school districts to use the MENAES for evaluation and program improvement, and a shared planning process among the NASDME, MSRTS, and the OME that translates the MENAES goals into an action plan.

PUBLIC LAW 100-297

Sec. 1019. EVALUATIONS

"(a) ***LOCAL EVALUATIONS***.--Each local educational agency shall--

"(1) evaluate the effectiveness of programs assisted under this part, in accordance with national standards developed according to section 1435, at least once every 3 years (using objective measurement of individual student achievement in basic skills and more advanced skills, aggregated for the local educational agency as a whole) as an indicator of the impact of the program;

"(2) submit such evaluation results to the State educational agency at least once during each 3-year application cycle;

"(3) determine whether improved performance under paragraph (1) is sustained over a period of more than one program year.

"(b) ***STATE EVALUATIONS***.--In accordance with national standards, each State educational agency shall--

"(1) conduct an evaluation (based on local evaluation data collected under subsection (a) and sections 1107(b), 1202(a)(6), and 1242(d)) of the program assisted under this chapter at least every 2 years, submit that evaluation to the Secretary and make public the results of that evaluation;

"(2) inform local educational agencies, in advance, of the specific evaluation data that will be needed and how it may be collected; and

"(3) collect data on the race, age, gender, and number of children with handicapping conditions served by the program assisted under this chapter and on the number of children served by grade-level under the programs assisted under this chapter and annually submit such data to the Secretary.

"(c) ***SPECIAL CONDITION***.--Projects funded under this part that serve only preschool, kindergarten, or first grade students or students in such grade levels who are included in projects serving children above such grade levels shall not be subject to the requirements of subsection (a).

SEC. 1435. EVALUATION.

"(a) ***NATIONAL STANDARDS***.--In consultations with State and local educational agencies (including members of State and local boards of education and parent representatives), the Secretary shall

develop national standards for local evaluation of programs under this chapter. In developing such standards, the Secretary may use the Title I Evaluation and Reporting System designed and implemented under title I of this Act, as in effect prior to the date of the enactment of the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988 as the model. The Secretary shall provide advance notification to State and local educational agencies of the requirements of such national standards of evaluations.

"(b) ***REPORTS.***--The Secretary shall submit a comprehensive and detailed report concerning State and local evaluation results based on data collected undersections 1019, 1107, 1202(a)(6), and 1242(d) to the appropriate committees of the Congress on a biennial basis.

EVALUATION

§200.35 What are the requirements for evaluating and reporting project results:

(a) ***LEA evaluations.*** (1)(i) An LEA shall evaluate, at least once every three years, the effectiveness of its Chapter 1 projects, in terms of basic and more advanced skills that all child- ren are expected to master, on the basis of--

(A) The desired outcomes described in the LEA's application; and

(B) Except for Chapter 1 children in preschool, kindergarten, and first grade, student achievement, aggregated for the LEA as a whole, in accordance with the national standards in Subpart H.

(ii) In accordance with §200.1(b)(1)(statement of purpose) and §200.20(a)(10)(i)(D)(coordination with the regular program), the LEA shall include in its evaluation a review of Chapter 1 participating children's progress in the regular program of the LEA. This review may be based on teacher judgments, grades, retention rates, and other appropriate indicators of success.

(2)(i) The LEA shall determine whether improved performance of Chapter 1 participating children is sustained over a period of more than 12 months.

(ii) To make this determination, an LEA shall assess performance of the same children for at least two consecutive 12-month periods, provided these children continue to be enrolled in schools of the LEA.

§200.82 What procedures does an LEA use in evaluating student achievement?

Unless it is using approved alternative procedures under §200.83, an LEA shall use the following procedures to evaluate student achievement in each Chapter 1 project funded under this part that provides instructional services in reading, language arts, or mathematics in grades 2 through 12 during the regular school year:

(a) The LEA shall administer a pretest and a posttest separated by approximately 12 months.

(b) The LEA may use a test with or without national norms as follows:

(1) If the LEA uses a test with national norms, the LEA shall administer the test within the appropriate range of the test publisher's norming dates.

(2) If the LEA uses a test without national norms, the LEA shall adhere to technical requirements for equating this test with a nationally normed test as specified by the Title I Evaluation and Reporting System or other valid methods accepted by the Secretary.

§200.80 How does an LEA evaluate student achievement?

(a) An LEA shall evaluate student achievement under §200.35 (a)(1)(ii) as follows:

(1)(i) The LEA shall assess--

(A) The Chapter 1 participants' achievement in reading, mathematics, and language arts, not including projects designed to teach English to limited English speaking children, in grades 2 through 12, as appropriate, after receiving Chapter 1 services; compared to

(B) An estimate of what their achievement would have been in the absence of Chapter 1 services.

(ii) In assessing achievement in language arts, an LEA may use tests designed to measure language arts or reading. If a reading test is used, the LEA shall assess achievement in both basic and more advanced skills.

(2) With regard to more advanced skills, the LEA shall assess the progress of Chapter 1 participants as measured by--

(1)(A) The "comprehension" or equivalent score of a nationally normed reading test; and

(B) The "problems and applications" or equivalent score of a nationally normed mathematics test; or (ii) A test without national norms if--

(A) It is the instrument used for other required achievement reporting under this part;

(B) It provides an appropriate "comprehension" and "problems and applications" score; and

(C) The LEA meets the conditions in §200.82(b)(2).

(b)(1) The LEA shall measure student achievement under paragraph (a) of this section over a period of approximately 12 months.

(2)(i) Except as provided in paragraph (b)(2)(ii) of this section, the LEA shall report on either a spring-to-spring testing interval or fall-to-fall testing interval.

(c)(1) At least once during the three-year evaluation period required under §200.35(a), the LEA shall collect additional information to determine whether student achievement gains are sustained over a period of more than 12 months (see §200.35(a)(2)).

(2) The LEA shall report this information on either a spring-spring-spring testing interval or a fall-fall-fall testing interval.

(d) In estimating expected performance under paragraph (a)(1)(ii) of this section and elsewhere in this subpart, the LEA shall use the performance of children in a norm sample developed locally, by the SEA, or by a test publisher.

(e) Any test instrument used by the LEA under this subpart must be the current edition or the immediately previous edition. (Authority: 20 U.S.C. 2729(a), (c), 2835)

§200.87 How does an SEA aggregate LEA student achievement data for inclusion in its evaluation?

(a) An SEA shall include, for all LEAs or a sample of LEAs if a sampling plan has been approved by the Secretary, the following information in its evaluation:

(1) A statewide average of student achievement gains resulting from participation in Chapter 1 projects under this part reported for--

(i) Each participating grade level from 2 through 12; and

(ii) Each of the following subjects; reading, mathematics, and language arts.

(2) A statewide average of progress students are making in more advanced skills, separately for reading and mathematics.

(3) Additional data specified by the Secretary.

(4) If applicable--

(i) The number of students excluded from the evaluation because of erroneous or missing data; and

(ii) The reasons for the exclusion.

(b) The SEA shall--

(1) Report student achievement gains on either a spring-to-spring or fall-to-fall basis; and

(2) Express each statewide average achievement gain in the common reporting scale established by the Secretary.

regulations relating to the administration or operation of programs funded under this part, the State shall convene a State committee of practitioners to review before publishing any major proposed or final rule or regulation.

(ii) In an emergency situation in which a major rule or regulation must be issued within a very limited time to assist agencies with the operation of programs under this part, the State—

(A) May issue the regulation without consulting the committee of practitioners; but

(B) Shall immediately thereafter convene the State committee of practitioners to review the emergency rule or regulation prior to issuance in final form.

(iii) The State shall ensure that the committee of practitioners reviews non-major rules or regulations before publication.

(2) If a State does not issue rules or regulations relating to the administration or operation of programs under this part but issues policies that the SEA and local operating agencies are required to follow, the State must comply with the requirements in this section for issuing rules and regulations.

(3)(i) The committee of practitioners must include—

(A) Administrators;

(B) Teachers;

(C) Parents;

(D) Member of local boards of education; and

(E) Representatives of private school children; and

(ii) A majority of the committee must be representatives of LEAs or other operating agencies.

(iii) SEAs are encouraged to request from appropriate organizations recommendations for membership on the committee.

(Authority: 20 U.S.C. 2732, 2831, 2851)

§ 201.47 Complaint procedures for an SEA.

(a) An SEA shall adopt written procedures for—

(1) Receiving and resolving any complaint that the SEA or an LEA is violating a Federal statute or regulations that apply to programs under this part;

(2) Reviewing an appeal from a decision of an LEA with respect to a complaint; and

(3) Conducting an independent on-site investigation of a complaint if the SEA determines that an on-site investigation is necessary.

(b) An SEA shall include in its complaint procedures—

(1) A time limit of 60 calendar days after the SEA receives a complaint—

(i) If necessary, to carry out an independent on-site investigation; and

(ii) To resolve the complaint;

(2) An extension of the time limit under paragraph (b)(1) of this section only if exceptional circumstances exist with respect to a particular complaint; and

(3) The right to request the Secretary to review the final decision of the SEA.

(c) An organization or individual may file a written signed complaint with an SEA. The complaint must include—

(1) A statement that the SEA or an LEA has violated a requirement of a Federal statute or regulations that apply to the Chapter 1—Migrant Education Program; and

(2) The facts on which the statement is based.

(Authority: 20 U.S.C. 2831(a))

§ 201.48 Allowable costs using program funds.

(a) To administer its migrant education program for migratory children, an SEA may use the funds made available for the State migrant education program under § 201.21 only to perform those functions that are unique to the migrant education program or that are the same or similar to the functions performed by LEAs in the State under 34 CFR part 200.

(b) These functions include, but are not limited—

(1) Statewide identification and recruitment of eligible migratory children;

(2) Interstate and intrastate coordination of the State migrant education program and its local projects with other State programs and local projects;

(3) Coordinating project level activities with other public and private agencies;

(4) Implementing the migrant student record transfer system;

(5) Processing reports that are submitted by the operating agencies to the SEA;

(6) Maintaining inventories of property acquired with Migrant Education Program funds;

(7) Negotiating awarding of contracts; and

(8) Evaluating activities of the State migrant education program, other than the design of evaluation report forms and final preparation of the SEA's evaluation report to the Secretary.

(Authority: 20 U.S.C. 2731, 2732, 2851)

§ 201.49 Persons to be assigned non-Chapter 1 duties.

(a) An LEA may assign public school personnel paid entirely with migrant education funds to limited supervisory duties that may provide some benefit to children not participating in the migrant education project if—

(1) Similarly situated personnel at the same school site, who are not paid with Chapter 1—Migrant Education Program funds, are assigned these duties; and

(2) The time spent by Chapter 1 personnel on these duties does not exceed the least of the following:

(i) The proportion of total work time that similarly situated non Chapter 1 personnel at the same school site spend performing these duties.

(ii) One period per day.

(iii) Sixty minutes per day.

(b) The amount of time referred to in paragraph (a)(2) of this section may be calculated on a daily, weekly, monthly, or annual basis.

(c) The duties in paragraph (a) of this section need not be limited to classroom instruction, but may include, but are not limited to, the following:

(1) Supervision of halls, playgrounds, lunchrooms, study halls, bus loading and unloading, and homerooms.

(2) Participation as a member of a school or district curriculum committee.

(3) Participation in the selection of regular curriculum materials and supplies.

(Authority: 20 U.S.C. 2853)

§ 201.50 Prohibition against considering payments under the Migrant Education Program in determining State aid.

A State may not take into consideration payments under the Migrant Education Program in determining—

(a) The eligibility of an LEA for State aid; or

(b) The amount of State aid to be paid to an LEA for free public education.

(Authority: 20 U.S.C. 2854)

28. A new subpart E containing §§ 201.51 through 201.58, inclusive, is added to part 201 to read as follows:

Subpart E—Evaluation

§ 201.51 Evaluation and demographic reports.

(a) *Operating agency evaluations.* (1) An operating agency shall evaluate, at least once every three years, the overall progress, including the educational progress, of migratory children who participate in its Chapter 1 migrant education projects, in terms of basic and more advanced skills that all children are expected to master. Progress must be measured—

(i) Against the desired outcomes described in the operating agency's application; and

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(ii) Except for Chapter 1 migratory children in preschool, kindergarten, and first grade, in terms of student achievement in accordance with the national standards in § 201.53.

(2) (i) The operating agency shall determine whether improved performance of the Chapter 1 formerly migratory children, participating in a full school year program at least two years, is sustained over a period of more than 12 months.

(ii) To make this determination, an operating agency shall assess performance of the same children for at least two consecutive 12-month periods, provided these children continue to be enrolled in the schools of the LEA.

Example: An LEA provides Chapter 1 migrant education services during the 1988-89 school year. The LEA measures the gains made by participating children on a spring-spring testing cycle (spring 1988, 1989). To determine whether improved performance is sustained over the period of more than 12 months, the LEA measures the performance again in the spring of 1991.

(3) The operating agency shall report its evaluation results to the SEA at least once during each three-year application cycle.

(b) *SEA evaluations.* (1) An SEA shall evaluate, at least every two years, the Chapter 1—Migrant Education Program in the State on the basis of the local evaluations conducted under paragraph (a) of this section and sections 1107 and 1202(a)(6) of the Act.

(2) The SEA shall ensure that its biennial evaluation report is representative of the statewide program.

(3) The SEA shall inform its operating agencies, in advance, of the specific data that will be needed and how the data may be collected.

(4) The SEA shall—

(i) By a date established by the Secretary, submit its evaluation to the Secretary; and

(ii) Make public the results of the evaluation.

(5) The SEA may require the operating agencies to evaluate the effect of the Chapter 1 migrant education projects on the children's achievement in basic and more advanced skills within the regular program, including, but not limited to, writing, science, history, or other subjects.

(c) *SEA's annual performance report.* (1) An SEA shall annually—

(i) Collect the evaluation and demographic data as required by section 1019 of the Act and specified by the Secretary for the SEA's annual performance report; and

(ii) Submit those data to the Secretary in that report.

(2) An LEA shall provide to the SEA any data needed by the SEA to complete its annual report.

(Authority: 20 U.S.C. 2722, 2728, 2781, 2782, 2835, 2852)

§ 201.52 Evaluation information to be collected.

(a) In assessing their programs and projects, the SEAs and operating agencies shall conduct evaluations that assess the overall progress of participating migratory children in grades 2 through 12, including educational progress, in terms of instructional services and support services.

(b) The evaluation design for the regular school year instructional project must include—

(1) Objective measures of the educational progress of project participants (including educational achievement in basic skills) as measured, if possible, over a 12-month testing interval through the use of appropriate forms and levels of national or State normed achievement tests. If this is not possible, the SEA or operating agency may use other acceptable measures of educational progress of migratory children, such as changes in attendance patterns, dropout rates, and other objectively applied indicators of student achievement compared to the performance of an appropriate non-project comparison group, as defined in § 201.54; and

(2) A measure for determining whether, for formerly migratory children who have been served under this part in a full school year program for at least two years, improved performance is sustained for at least one additional year.

(c) The evaluation design for the summer school instructional project must include—

(1) Objective measures of the educational progress of project participants (including educational achievement in basic skills) over the project performance period; and

(2) To the extent possible, a means of comparing project outcomes to those of an appropriate non-project comparison group.

(d) During either the regular or summer terms, the evaluation design for any support-service components must include—

(1) Measures of the effects of the project on participants that are consistent with the defined support services objectives. (For example, changes in student attendance rates may be an appropriate measure of the effect of guidance and counseling services.); and

(2) If possible, a means of comparing project outcomes to the performance of an appropriate non-project comparison group.

(Authority: 20 U.S.C. 2729, 2782, 2831, 2835)

§ 201.53 General technical standards for evaluation.

SEAs and local operating agencies shall comply with the following technical standards in designing and implementing procedures for the evaluation of Chapter 1 migrant education projects:

(a) *Representativeness of evaluation findings.* The evaluation results must be computed so that the findings apply to the persons served in projects under the program. This may be accomplished by including in the evaluation either all or a representative sample of persons, schools, agencies, or projects.

(b) *Reliability and validity of evaluation instruments.* The evaluation instruments used must consistently and accurately measure progress toward accomplishing the objectives of the project, and must be appropriate considering factors such as the age, grade, mobility, language, degree of language fluency, and background of the persons served by the project.

(c) *Soundness of evaluation procedures.* The evaluation procedures must minimize error by providing for proper administration of the evaluation instruments, accurate scoring and transcription of results, and the use of analysis and reporting procedures that are appropriate for the data obtained from the evaluation.

(d) *Valid assessment of project outcomes.* The evaluation procedures must provide for accurate and objective measurement of the progress made by project participants towards defined project objectives.

(Authority: 20 U.S.C. 2729, 2782, 2831, 2835)

§ 201.54 Non-project comparison groups.

(a) To fulfill the requirement for a non-project comparison group, appropriate comparison groups consist of persons who are as similar as possible in age, grade, language, degree of language fluency, previous achievement level, and other relevant background variables.

(b) To fulfill the requirements of § 201.52(b) and (c), SEAs and operating agencies, to the extent possible, must use appropriate forms and levels of national or State normed achievement tests.

(Authority: 20 U.S.C. 2729, 2782, 2831, 2835)

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§ 201.55 Submission of sampling plans.

(a) If an SEA wishes to use sampling in its evaluation of programs conducted under this part, the SEA shall submit, for prior approval by the Secretary, a proposed sampling plan designed to ensure that evaluations will be on a representative sample of its operating agencies in any school year.

(b) The Secretary approves a sampling plan that will provide reliable and representative data under this subpart.

(c) (1) The SEA shall review its sampling plan at least once every three years.

(2) If, based on this review or other circumstances, the sampling plan requires changes, the SEA shall request reapproval of the plan by the Secretary.

(Authority: 20 U.S.C. 2835)

§ 201.56 Use of evaluation results for program improvement.

SEAs and operating agencies must ensure that the results of their evaluations are used to improve services provided to the children in their Chapter 1 migrant education programs and projects.

(Authority: 20 U.S.C. 20 U.S.C. 2729, 2782)

PART 200—CHAPTER 1 PROGRAM IN LOCAL EDUCATIONAL AGENCIES

27. The authority citation for part 200 continues to read as follows:

Authority: 20 U.S.C. 2701–2731, 2821–2838, 2851–2854, 2891–2901, unless otherwise noted.

28. Section 200.5 is amended by adding a new paragraph (a)(6) to read as follows:

§ 200.5 What regulations apply to the Chapter 1 LEA program?

* * * * *

(a) * * *

(6) 34 CFR part 85 (Governmentwide Debarment and Suspension (Nonprocurement) and Government Requirements for Drug-Free Workplace (Grants)).

* * * * *

PART 203—CHAPTER 1 PROGRAM FOR NEGLECTED OR DELINQUENT CHILDREN

29. The authority citation for part 203 continues to read as follows:

Authority: 20 U.S.C. 1232(b)(2), (5), 2721(a), 2734(b), 2738(a), (b), (d), 2738(b), 2801–2804, 2811–2812, 2824(a), (b), 2831(a), 2835(a), (d), 2838(a), (b), (c), 2851, 2853, 2891, unless otherwise noted.

30. Section 203.5 is amended by adding a new paragraph (a)(6) to read as follows:

§ 203.5 What regulations apply?

* * * * *

(a) * * *

(6) 34 CFR part 85 (Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants)).

* * * * *

Note: The following Appendix will not be codified in the Code of Federal Regulations.

As used in the following discussion, the phrase "Migrant Education Program" refers to the Chapter 1—Migrant Education Program established in sections 1201 and 1202 of the Elementary and Secondary Education Act of 1965, as amended (Pub. L. 100–297).

Appendix—Analysis of Comments and Changes

General Comments

Commenters generally expressed concern about two aspects of the proposed part 201 regulations. First, many commenters believed that proposed regulations did not adequately take into account the special characteristics and nature of the Migrant Education Program that make it different from the regular Chapter 1 Program in LEAs. These commenters objected particularly to what they considered to be a failure to properly interpret the statutory requirement in section 1202(a)(3) of the Act that migrant education programs and projects "be administered and carried out in a manner consistent with the basic objectives of section 1011 (other than subsection (b)), sections 1012, 1014, and 1018, and subpart 2 of part F." They considered the proposed regulations, in adopting conforming language from proposed regulations for the Chapter 1 Program in LEAs (34 CFR part 200) to be overly detailed in ways that did not consider differences between the two Chapter 1 programs.

Many commenters also expressed strong concern that, in various respects, the proposed regulations appeared to transform the Migrant Education Program from one that has always been State-operated and -administered to one that was increasingly LEA-operated and -administered. Commenters singled out for criticism the State rulemaking provisions in proposed § 201.46. That provision, derived from section 1451 of the Act, whose "basic objectives" apply to the Migrant Education Program by virtue of section 1202(a)(3) of the Act, was nearly identical to the comparable provision proposed in 34 CFR 200.70 of the October 21, 1988 notice of proposed rulemaking (NPRM) for the Chapter 1 Program in LEAs. Although it contained the statutory limitations on the authority of SEAs unilaterally to establish rules or policies, paragraph (e) of the proposed § 201.46 expressly precluded the applicability of these limitations if the SEA was acting to "review and approve an LEA's or operating agency's application or to ensure that the use of Chapter 1—Migrant Education Program funds is in accordance with applicable requirements." Commenters provided no comment on § 201.46(e), but objected to the other requirements as inconsistent with the Migrant Education Program as State-operated and -administered.

Discussion: In responding to these and other comments, the Secretary has paid particular attention to the special nature and character of the Migrant Education Program as a program intended to be State-operated and -administered, and designed to serve a unique population of educationally deprived children. Specific regulatory issues are discussed in the following section-by-section analysis. However, the Secretary first offers the following analytic framework surrounding the overriding issues of (1) treatment of the "basic objectives" language in the Act, (2) differences between the Chapter 1—Migrant Education Program and the Chapter 1 Program in LEAs, and (3) the relationship between section 1451 of the Act and the Migrant Education Program, that guided consideration of the comments.

A. *The link between requirements governing the Migrant Education Program and the "basic objectives" or specified requirements governing the Chapter 1 Program in LEAs.* Congress has offered no guidance on what it considers to be the "basic," rather than the "secondary" objectives. The Secretary therefore has not attempted to define the "basic objectives" of each applicable statutory provision in sections 1011, 1012, 1014, 1018 and subpart 2 of part F of the Act that are linked by section 1202(a)(3) of the Act to the Migrant Education Program, believing that this effort will quickly lead to an intractable quagmire. In order to address the responsibilities of SEAs and operating agencies with regard to the "basic objectives" of those statutory provisions, the Secretary instead has determined that these regulations should interpret those applicable requirements in ways that make sense for the Migrant Education Program, given its special character.

B. *Differences between the Migrant Education Program and the Chapter 1 Program in LEAs.* In adapting provisions governing the Chapter 1 Program in LEAs to the Migrant Education Program, the Secretary considered the major differences between the target populations for the two groups and the ways the two programs are conducted. These differences are interrelated, and are reflected in many of the regulations governing the administration and operation of migrant education programs and projects.

Characteristics of participating children: The Chapter 1 Program in LEAs serves educationally deprived children who reside in low-income areas. These children generally participate in supplemental Chapter 1 programs for which they have been selected on the basis of certain educationally related objective criteria concerning their academic performance. In the course of a year, some of these children may move to another attendance area in either the same school district or another school district. However, regardless of its importance to individual children, their transiency is not a factor in either their selection to participate in the Chapter 1 Program in LEAs or the design of projects to meet their needs.

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Migrant Education Needs Assessment and Evaluation System (MENAES)

MIGRANT EDUCATION NEEDS ASSESSMENT AND EVALUATION SYSTEM (MENAES)

- to provide state directors and the office of Migrant Education with uniform information that can be used to focus on the special needs of all migrant students

- to support program improvement activities

- to help accomplish existing needs assessment and program improvement requirements

Advantages of the MENAES System

- provides long term trend information
- facilitates state data collection through MSRTS
- facilitates a system for NASDME or state directors to generate reports (as requested) regarding issues and trends
- provides validated information which will result in a clearer profile of the migrant education programs
- meets federal reporting requirements in a labor saving manner
- assists SEAs with state plan development through the summarization of needs assessment information
- allows the capability of electronic interface for projects with data on magnetic tapes
- provides a vehicle for projects to use evaluation results for program improvement purposes
- provides management and planning information for state, regional and local projects

OUTCOMES OF MENAES

1. Validated test data file useful to develop:

   -needs assessments
   -evaluation profiles

2. Reports of their needs assessment and summary evaluation profile to individual states

3. Report of the national profile to USED/OME

Migrant Education Needs Assessment
and Evaluation System

PART I-IMPLEMENTATION

Introduction

The NASDME Evaluation Committee has worked on developing a plan for conducting needs assessments and evaluations within the migrant program. The overall plan presents two major components which, when implemented, will provide information to local, state, and federal migrant education offices. The two components are:

Migrant Education Needs Assessment
Evaluation System:

- Desired Outcomes Component
- Achievement Component

This document provides a report by the subcommittee which did the planning for the first component named above which focuses on desired outcomes. The second component named above focuses on student achievement as measured by norm referenced tests.

These two components have been developed in response to that which is required in the federal regulations. The regulations are explicit in stating that desired outcome measurement shall be a part of the evaluation of migrant education, Section 201.51 states:

> Progress must be measured - (1) against the desired outcomes described in the operating agency's application...

Desired outcomes have been defined by the subcommittee as the anticipated positive changes in student growth for such things as attendance, English proficiency, etc., which will occur by a given point in time as a result of the migrant education program having been in operation. Desired outcomes are stated in such a way as to be measurable. An example of a desired outcome is presented below:

> At least X percent more senior students receiving migrant instructional services and/or instructional support services will graduate in 1990 than did in 1989.

Desired outcomes can describe specific changes in students; however, they can also serve to check if programs have offered certain desired service and if the level of service was at the desired level. An example is presented below:

All high school students in Migrant Education Programs (MEP) will have access to MEP supplied counseling/ advocacy services and at least X percent will avail themselves of the services.

Establishing Areas of Desired Outcome

The committee established several areas for desired student outcome. The areas which were established are listed below:

Promotion Rate
Age/Grade
Academic Performance in the Regular School Program
Graduation Rate
Secondary Credit Accrual
Language for Instruction
Attendance Rate

The process for establishing the above desired outcome areas was one of discussing the various risk factors which limit migrant students' progress in school. The above list has changed very little since the first meeting in December 1988 at Little Rock, Arkansas. The discussions also led to the establishment of areas of desired outcome which are not student outcomes so much as they are support services a program should provide. The areas of support service outcome are listed below:

Health
Counseling
Coordination
*Parental involvement

*It is recognized that parental involvement is not typically called a support service.

Data Collection, Storage, and Retrieval

It was determined early in the committee deliberations that both components should maximize the use of the Migrant Student Record Transfer System (MSRTS). It was decided that the MSRTS would be the database (storage) for both components. It was also determined that the components would not collect new data when it was already being collected (entered) by the MSRTS.

A pilot effort has been conducted which demonstrates that MSRTS can generate data relative to several of the areas of desired student outcomes listed above.

Completion of the standard form entitled, Migrant Student Educational Record (MSER), and entry of the information from the form into the MSRTS will provide data relative to each of the above listed desired student outcomes. It should be noted that graduation rate was not included in the pilot; however,

the committee is assuming that through use of the termination codes in MSRTS data will be available relative to graduation rate.

In order for the areas of desired outcome to be used for evaluation purposes each must be stated as a desired outcome and not just an area of study. It is also necessary to establish a procedure which will permit data to be put into the database in a standard manner from state to state and to be printed out in standard report formats.

To convert the areas of study into desired outcomes each of them was incorporated into a question which could be answered yes or no. This process permitted the reports related to each area to have the same response, a Y for yes or an N for no. For example, the area of promotion is provided below to illustrate the use of questions:

> The question to guide analysis and/or to give standard reports is - Has this student been moved ahead at least one grade above his/her placement for last year? Yes or no.

The routine entry of data on the MSRTS form will be used to answer the questions without additional data entry.

There are yes and no questions for each area of study. One should remember when reviewing these questions that the more "no" answers reported out for a given student the more at risk will the student be of not succeeding in school. This scheme of getting yes and no responses provides a rather simple way to review data printed out. There are more sophisticated ways of looking at the data which will be discussed later in this paper. Below are the questions for each area of desired outcome:

Promotion Rate

Has this student been moved ahead at least one grade above his/her placement for last year? Yes or no.

Age/Grade

Is this student placed in the grade which is appropriate for his or her age? Yes or no.

Note: MSRTS will program this for each state based upon the unique legal school beginning age for the state.

Secondary Credit Accrual

Is this student accruing high school credit at a rate which will permit graduation in four years? Yes or no.

Language for Instruction

Can this student routinely receive core curriculum content and other classroom instruction in English? Yes or no.

Note: States will have the flexibility of using state standards for judging students as Limited English Proficient when their questions are developed. A question may be--"Is this student considered to be fluent in English by the state definition?"

Attendance Rate

Has this student attended school 90% of the days enrolled? Yes or no.

There have been questions assigned to all but two of the desired outcome areas mentioned earlier in this report. The two areas not included are:

- Successful academic performance in the regular school
- Graduation rate

The committee determined that Successful Academic Performance could be shown by grades; however, at the present time the MSRTS cannot receive grades into the system. It is possible, however, to make a determination of academic success using normed test data. These data will be collected and are the subject of a report by another subcommittee. Not using grades reflects the operating procedure mentioned earlier in this document, i.e., the MSRTS will be the primary vehicle to collect, store, and report. Therefore, at the present time, when the MSRTS cannot easily satisfy this operating procedure the item in question is set aside until a time when the MSRTS can provide the necessary service. It is recognized that there may never be a time when these set aside items are in fact reportable to MSRTS. The MSRTS cannot possibly accommodate all of the proposals generated by the committee.

Graduation Rate has been set aside and has been designated as an MSRTS/State Option Item, because the pilot study showed that it is very difficult to get agencies to enter the MSRTS codes which signify that a student has terminated school.

MSRTS/State Option Items

As MSRTS has worked with the pilot effort directed at securing data for desired outcomes they have come to refer to the concept of developing a 70-30 SAPNA. SAPNA is an acronym for Student and Program Needs Assessment. The SAPNA is a document on which data are reported out from MSRTS. Appendix A provides an example of a SAPNA reported out by MSRTS. As one reviews the columns of Appendix A, it becomes apparent that the columns represent the desired outcomes, grade/age, attendance,

promoted, etc. The Ys and Ns in the columns represent yes (Y) and no (N) answers. Us represent unreported. There are certain columns (desired outcomes) on which MSRTS can report for all states. MSRTS recognizes that there are desired outcomes which some states will desire and others will not wish to have. The 70-30 concept grew out of recognition that all states will not want the same desired outcome reports. This means that approximately 70% of the SAPNA items will be standard for all states and approximately 30% of the SAPNA items will be negotiated with the individual states to meet the requests of the states.

At the present time, then, if one embraces the concept of giving states options, the following would be a listing of areas of desired outcome:

Standard all States	MSRTS/State Options
1. Promotion Rate	1. Graduation rate
2. Age/Grade	2. State Proficiency Test
3. Secondary Credit Accrual	
4. Language for Instruction	
5. Attendance rate	
6. *Academic performance in regular school program-test data	

Graduation rate listed above under the MSRTS/State Option is not now required; however, it is under discussion by the MSRTS committee. Also, Attendance Rate is not required, but if attendance data are entered into MSRTS they will be reported on the SAPNA.

SAPNA Reports

Appendix A provides an example of a report with individual student names (identity concealed). The columns represent the areas of desired outcome. The Y entries indicate that yes, the student meets all criteria for not being at risk. The N entries indicate that no, the student does not meet the criteria and is at risk. Us are for Unreported. It is anticipated that test scores and other data will be added in the blank space on the report.

Appendix B provides an example of a report which is an aggregate for a region. These are also available at the state, district, and school levels. The Ns columns represent no answers. The Ys columns represent yes answers. The Us column represent the unreported students. The numbers in the columns tell the number of students in the Ns, Ys, and Us columns.

*The Achievement Component Subcommittee report discusses this item. The test data can be printed on the SAPNA along with the desired outcomes; therefore, it is listed above.

The % Ys column tells the percent of yes (Y) responses. For example, read down the left hand column and find grade one. Read across to the four attendance columns. The four columns tell the following:

- There were 120 unreported.
- There were 35 with poor attendance.
- There were 456 with good attendance.
- Ninety-two percent had good attendance.

Additional Desired Outcome Areas

The subcommittee discussed other desired outcome areas. These areas were as follows:

Parental Involvement
Health
Counseling
Coordination

The four areas mentioned above have been set aside until such time that a database for them has been established. At the present time, for the most part, MSRTS does not store data relative to these items. Or, if they do store the data, there has not been a pilot to show how the data can be effectively reported out of MSRTS. It is recognized that health and possibly counseling data are available, but MSRTS will develop ways to report upon them, and/or states may want to discuss making them MSRTS/State Option Items.

Summary and Rationale for Part I

Much of what is presented in Part I-Implementation is based upon a pilot which established some procedures for collecting, storing, and reporting on data related to selected areas of desired outcome. The rationale for having structured the report in this way is found in the fact that there are certain very basic tasks which must happen before more advanced levels of evaluation can be accomplished. These tasks are as follows:

- A database for common national data must be identified.
  Response: This is MSRTS.
- Common data items must be developed.
  Response: These are:
  - Age/Grade
  - Promotion Rate
  - Secondary Credit Accrual
  - Language for Instruction
  - Attendance Rate
    -and-
  - MSRTS/State Option Items
- A data collection process must be developed.
  Response: This is the Migrant Student Educational Record

- Reporting formats must be developed.
  Response: These are:
  - The SAPNA - Individual Data
  - Aggregations/Summary Reports for --
    States
    Districts
    Schools

Part II-Data Analysis of this report will discuss uses of the desired outcomes which are more sophisticated from an evaluation point of view. Also, Part II will provide examples of ways that desired outcomes can be written so they are more tailored to local situations than is accomplished with the simple yes and no responses discussed in Part I.

It is the perception of the committee that unless the tasks enumerated above are accomplished, nothing of significance will happen. It is also a perception of the committee that initially (1990-91 school year) the focus should be on getting the model which was established by the pilot effort installed in all of the states. This would be a major accomplishment for the 1990-91 school year. If nothing more than installation of the piloted model in all states was done, the amount of data related to migrant children would be increased tremendously.

If national data for the five desired outcomes, the test scores, along with the possible addition of some State MSRTS Option Items are entered into MSRTS by the summer of 1991, we (the committee) will consider ourselves to be successful for the first year.

Inasmuch as the subcommittee believes that the rationale presented above is quite sound, the committee recommends to NASDME the following:

Committee Recommendations:

- That the MSRTS develop a guide for the nation (by August 1, 1990) to use as they enter data into MSRTS for:
  - Age/Grade
  - Promotion Rate
  - Secondary Credit Accrual
  - Language for Instruction
  - Attendance Rate
- That states intensify efforts to enter data as soon as possible during the summer or fall of 1990.
- That November 21, 1991, be established as the target date for printing out the first national summary report.
- That MSRTS begin February 1, 1991, to establish MSRTS/State Option Items which the states may desire.
- That the downloading procedures being developed in the 1989-90 school year be utilized to help implement in 1991 (Feb.) the ideas presented in Part II-Data Analysis of this document. The downloading process permits SAPNA

data items to be sent electronically (i.e., by phone and modem from the MSRTS computer using MSRTS communications software) to local computers (PS/2's, or others with adequate storage capacity). Any database software could be used to manipulate the data. Pilot sites are using dBase IV on their PS/2's.

PART II-DATA ANALYSIS

Part II of this report will be used to discuss use of the data generated by those processes discussed in Part I.

If the recommendation presented in Part I of this report is implemented, there will be numerous analyses which can be implemented. That is to say, if no more desired outcomes were added, merely securing the data relative to the following list of five, needs assessment and/or evaluation would be moved much ahead of the present status:

- Age/Grade
- Promotion
- Credit Accrual
- Language for Instruction
- Attendance Rate

When test scores are added to the above list, the potential for additional and expanded ways to analyze the data is expanded greatly. It should be remembered that a report relative to putting test scores into MSRTS is being developed for NASDME by another subcommittee. The following are a few examples of the possible analyses which could be applied to the above list of five. It should be noted that in almost all of the examples test score results could be an added variable. If the committee recommendation is implemented, these questions could be answered for the nation, state, district, school, grade level, classroom, or selected groups, because the data can be aggregated at each of these levels.

Examples of questions which could be asked are as follows:

1. At each grade level, how does current and former students' attendance compare?
2. What is the retention (nonpromotion) rate at K (or K-8) for the currents and formers?
3. What are the test results of third grade students who were retained in K? How do the results compare to those promoted?
4. How do the attendance rates of migrant students compare to those of students who are not in categorical programs?
5. Are retained students primarily LEP or FEP?
6. How many students (what percent of the students) are overage?
7. How do the results of question 6 compare to the data for students not in any categorical programs?
8. Who are retained most often, males or females?
9. Who is absent most frequently, males or females?
10. What is the average age at any grade and how does this compare to other groups?
11. Who (by name) are the students who are overage/proper age, LEP/FEP, showing poor attendance/good attendance, retained/promoted?

12. By name, who are the students who are overage--were they retained, in what grade?
13. Are the FEP students scoring higher in math or reading?
14. Do the LEP students at 4th grade show Ns on the printout in any other category, age/grade, attendance, promotion, or credit accrual?
15. Do LEP students attend summer school more than FEP?
16. Do fishers generally have less, equal, or greater numbers of Ns than other migrants.

The above are only a few examples of what questions might possibly be asked at any level (classroom to nation). The answers to the questions may seem to be self-evident to some, and this may be true. However, without data we just do not know the answers for sure. It appears that when the data are available to the nation, the number of questions that can in fact be asked (and answered) could be extremely high. Educators, without a doubt, will recognize ways in which to improve programs with these data. The ability to chart trends will be greatly enhanced after data have been collected for several years.

Aside from answering numerous questions like those in the above examples, these data which come from needs assessments can be used to determine if desired outcomes or objectives have been met. The following examples illustrate the kinds of desired outcomes/objectives that schools, school districts, states, and/or the federal office can write and measure by using the data from MSRTS.

Desired Outcome	Measurement Suggestions
Promotion Rate	
At least X* percent of students receiving MEP instructional services will be promoted (i.e., be placed in the next grade when school begins in Aug./Sept.)	Since summer instruction may affect grade placement in the fall, wait until school begins to complete your assessment. Make a determination of the promotion status of all MEP students who received instructional services.
or	
At least X percent more students receiving MEP instructional services in FY 90 will be promoted than were promoted in FY 89.	

*Actual percents should be situation specific; therefore, no suggested percentage values are listed.

Desired Outcome	Measurement Suggestions
	The second objective requires that data be summarized for two years and compared.
Age/Grade At least X percent more students receiving MEP instructional services will be placed in a grade appropriate for their age in September, 1990, than were so placed in September, 1989.	Use the following table to judge appropriate age/grade placement in September.

Age on 9/30	Lowest app. grade	Age	Lowest grade
6	K	13	7
7	1	14	8
8	2	15	9
9	3	16	10
10	4	17	11
11	5	18	12
12	6		

Secondary Credit Accrual X percent of students who work toward credit in more than one state will be granted credit in their home school.	Evaluation must determine if partial credits earned are consolidated to permit full credit accrual.
Language for Instruction Among those children receiving bilingual/ESL support from MEP, X percent will increase their language proficiency.	Each SEA or LEA site should identify a language proficiency measurement process that includes listening, speaking, reading, and writing, as appropriate, for administering both a pre- and posttest.
Attendance Rate At least X percent of the elementary students served by the MEP instructional and/or counseling program will achieve an average daily attendance rate of 92 percent during the regular school term; 80 percent during the ...	

Desired Outcome	Measurement Suggestions
Graduation Rate	
At least X percent more senior students receiving instructional services or instructional support services will graduate in 1990 than did in 1989.	All students placed as seniors in the fall will comprise the data base. Separate percentages may be calculated for those receiving services during the senior year and those receiving MEP services earlier.

Possible MSRTS/State Options could be those below:

Health	
X percent of MEP students will be screened and receive immunizations as necessary.	
Counseling	
All high school MEP students will have access to program-supplied counseling/advocacy services, and at least X percent will avail themselves of the services.	

Additional important areas to measure have been developed. These additional areas included support services, coordination, and parental involvement. These additional areas are still considered important to measure; however, the focus of this paper is on those areas where MSRTS can furnish the data, therefore, the listing above is limited to those areas in the above chart. The first five in the chart, promotion, age/grade, secondary credit accrual, language for instruction, and attendance are a part of the recommendation in Part I-Implementation.

Strategies have been developed which would in fact result in desired outcomes being included in the applications prepared by states and sent to the federal agency and by local educational agencies' applications sent to state offices. The following are the suggested strategies:

- SEAs annually identify three outcomes to evaluate. Each LEA project would contribute data on the three outcomes for state aggregation or summary.
- SEAs annually identify three outcomes, at least one of which relates to student's academic achievement or progress and another of which relates to a support service.

- After the initial data run OME and NASDME jointly agree annually on an outcome(s) that all SEAs would address (for example, secondary credit) and have uniform data collected across the nation in a given year on that outcome, still allowing SEA choice in the selection of other outcomes to evaluate.

Recommendation: That NASDME implement the recommendation from Part I of this paper according to the calendar of events found in the recommendation. That the Evaluation Committee continue working through the 1990-91 school year to:

- Monitor the success of data collection accomplished during the 1990-91 school year.
- Develop by May 1, 1991 recommendations relative to refining the data collection, entry, and retrieval process. This is to be done so the program can continue in the 1991-92 school year with improved procedures and/or an expanded number of outcomes if it appears appropriate to do so ...
- After the initial data run, prepare recommendations which will provide OME and NASDME with plans for implementation of the above strategies and/or others which may be suggested by the desired outcome data.

APPENDIX A

PRINT DATE: 8/08/89

HIGH
UNIFIED

STUDENT AND PROGRAM NEEDS ASSESSMENT

REPORT DATES: 07/01/88 - 06/30/89
FACILITY: CABBYZ

REGION	COUNTY	DISTRICT	SCHOOL

STUDENT DATA

ENROLL SEQUENCE	STATUS	NAME	HSRTS NUMBER		LINE-ID	GRADE	BIRTH DATE	ENGLISH	MATH	READING	LANG ARTS	CREDIT
1	1	ALFREDO	11	706 GXC	AS	09	06/29/74	Y	Y	Y	Y	U
2	2	ARTURO	56	123 SRQ	AB	09	03/07/72	N	Y	U	Y	U
3	3	ADRIAN	14	44 DYV	AN	09	08/11/73	Y	Y	Y	U	U
4	3	JUAN C.	604	23 JGB	AE	09	01/17/73	Y	N	Y	U	U
5	3	REBECA G.	209	27 ZJQ	AI	09	09/25/75	Y	Y	Y	Y	U
6	3	JOSE	303	63 BDD	AE	09	03/12/73	Y	Y	Y	N	U
7	3	UINORA	110	15 DZP	AA	09	09/20/73	Y	Y	Y	U	U
8	3	ALMA D.	909	52 VTZ	AV	09	05/16/73	Y	Y	Y	Y	U
9	1	OSCAR	561	37 SPJ	AD	09	01/16/74	Y	Y	Y	U	U
10	3	SANTIAGO	153	13 TJN	AK	09	02/08/74	Y	Y	Y	Y	U
11	1	CHRISTINA	123	70 ZRF	AQ	09	11/05/74	Y	Y	U	N	U
12	1	JOSE A.	123	23 SHP	AP	10	04/17/73	Y	Y	Y	Y	U
13	1	PATRICIA	156	43 CYY	AY	10	10/19/71	N	Y	Y	U	U
14	3	CLAUDIA	055	3 VAT	AE	10	09/25/73	Y	Y	Y	Y	U
15	1	YOLANDA	146	52 QZY	AL	10	06/17/73	Y	Y	U	Y	U
16	3	IRMA D.	31	72 HVE	AQ	10	04/30/73	Y	Y	Y	Y	U
17	3	JULISA	097	32 LHQ	AP	10	09/02/73	Y	Y	Y	Y	U
18	3	OSCAR	422	39 ELR	AE	10	05/10/72	Y	Y	Y	Y	U
19	3	BENITO	942	39 BGH	AC	11	04/17/72	Y	Y	Y	U	U
20	3	CARMEN M.	970	46 MMT	AE	11	01/14/72	Y	Y	Y	Y	U
21	1	RAMON	143	60 QZZ	AD	11	09/14/72	Y	Y	U	U	U
22	3	CARLOS	134	67 YSF	AP	11	04/02/70	N	N	Y	Y	U
23	1	MARCO A.	134	39 TQC	AT	11	07/12/71	Y	Y	Y	Y	U
24	3	LUIS V.	134	23 HYR	AR	11	08/13/71	Y	Y	Y	Y	U
25	1	VERONICA	007	32 HPB	AP	12	05/13/71	Y	N	Y	Y	U
26	3	MARIA	974	75 JDG	AQ	12	04/16/71	Y	Y	Y	Y	Y

Space for test results and/or other data as needed...

APPENDIX A

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PRINT DATE: 2/01/90
REGION MIGRANT OFFICE
COUNTY SCHOOLS
5801 AVE
CA 93309

STUDENT DATA SUMMARY
STUDENT AND PROGRAM NEEDS ASSESSMENT

REPORT DATES: 07/01/89 - 1/30/90
FACILITY:

REGION REPORT

REGION	COUNTY	DISTRICT	SCHO

GRADE	AVG AGE	MIGRANT STATUS		SEX		TOTAL ENROLL	GRADE/AGE			ATTENDANCE				PROMOTED				LANG. PROF.			
		CURRENT	FORMER	MALE	FEMALE		N'S	Y'S	%Y'S	U'S	N'S	Y'S	%Y'S	U'S	N'S	Y'S	%Y'S	U'S	N'S	Y'S	%
P0	01-00	5		1	4	5			%			5	100%				%	5			
P1	01-02	8		4	4	8			%			8	100%				%	8			
P2	02-07	9	1	3	7	10			%	2		8	100%				%	10			
P3	03-05	13	5	8	10	18			%	14		4	100%				%	18			
P4	04-05	13	10	13	10	23			%	16		7	100%				%	22	1		
P TOT		48	16	29	35	64			%	32		32	100%				%	63	1		
PS- K	05-05	306	207	277	236	513	119	394	76%	361	20	132	86%	420	77	15	16%	205	278	30	
1	06-06	333	278	329	282	611	207	404	66%	120	35	456	92%	137	33	421	88%	132	409	50	
2	07-07	306	323	324	305	629	261	368	58%	97	19	513	96%	93	41	493	92%	132	381	96	
3	08-07	311	283	271	323	594	243	351	59%	87	17	490	96%	91	12	491	97%	133	356	103	
4	09-08	273	325	297	301	598	266	332	55%	78	18	502	96%	81	8	509	98%	119	309	170	
5	10-09	282	299	284	277	561	283	278	49%	72	10	479	97%	79	5	477	98%	125	249	187	
6	11-09	234	271	239	266	505	242	263	52%	65	18	424	96%	67	5	433	98%	120	197	188	
7	12-08	219	287	256	250	506	245	261	51%	66	16	424	96%	67	3	436	99%	113	198	197	
8	13-09	216	280	242	254	496	250	230	47%	41	20	427	93%	41	10	445	97%	97	189	210	
S TOT		2460	2553	2519	2494	5013	2124	2889	57%	987	179	3847	95%	1078	214	3720	94%	1216	2364	1233	
9	15-00	178	166	181	163	344	214	130	37%	84	14	246	94%	94	5	243	97%	90	123	131	
10	16-02	192	198	211	179	390	256	134	34%	86	39	265	87%	85	10	294	96%	45	184	161	
11	17-09	166	265	225	206	431	334	97	22%	53	16	362	93%	36	93	279	74%	41	219	171	
12	18-04	78	167	136	109	245	163	82	33%	23	16	206	92%	10	59	160	74%	14	101	130	
9 TOT		614	796	753	657	1410	967	443	31%	246	85	1079	92%	233	169	984	85%	190	627	593	
UG	12-04	11	11	14	8	22			%	10		12	100%				%	20	1	1	
TOTAL		3133	3376	3315	3194	6509	3091	3332	51%	1275	264	4970	94%	1331	383	4704	92%	1489	3193	1827	

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APPENDIX B

DESIRED OUTCOMES
-Definition-

Anticipated positive changes in student growth for such things as attendance and English proficiency which will occur by a given point in time as a result of the migrant education program having been in operation

5 DESIRED OUTCOMES

Age in Grade Rate

Secondary Credit Accrual

Language for Instruction

Attendance Rate

Promotion Rate

DESIRED OUTCOMES
EXAMPLES

- At least *(5%) five percent* more senior students receiving Migrant instructional services and/or instructional support services will graduate in 1990 than did in 1989.

- All high school students in migrant education programs (MEPs) will have access to MEP supplied counseling/advocacy services and at least *(20%) twenty percent* will avail themselves of the services.

MSRTS/STATE OPTION ITEMS

Items such as graduation rate which are useful for state-specific decision makers. Options are discussed jointly by MSRTS and the SEA to arrive at consensus on format and report output for optional item inclusion in the system.

A
Desired
Outcome
Statement
Should Contain
A

GOAL

OUTCOME INDICATOR

STANDARD or
PERFORMANCE LEVEL

TIME FRAME

Migrant Education Needs Assessment And Evaluation System: Achievement Component

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Dr. Jerry Jenkins, Region C TAC

April, 1990

A. Characteristics of the System

1. The primary purpose of the Achievement Component of the Migrant Education Needs Assessment and Evaluation System is to provide state directors with uniform information that can be used to focus on the special needs of all migrant students and to support program improvement activities. The system will be designed to help accomplish existing needs assessment and program improvement activities.

2. Achievement related needs assessment and evaluation reports will be based on national or approved state norm-referenced test data obtained from individual students, which have been entered into and maintained by the Migrant Student Record Transfer System (MSRTS). This system will not impose an additional data collection burden; however, it will require greater attention to accuracy and detail in the data currently being entered into MSRTS.

3. Initially, scores will be analyzed for the following five commonly used tests only:

   a. California Achievement Tests (CAT),

   b. Comprehensive Tests of Basic Skills (CTBS),

   c. Iowa Test of Basic Skills (ITBS),

   d. Metropolitan Achievement Test (MAT), and

   e. Stanford Achievement Test (SAT).

   Other tests may be added during the initial start-up phase or at later dates so long as they are valid and reliable instruments, yield valid assessments of achievement gain, contain state or national norms, and produce scores that can be expressed as percentile ranks or Normal Curve Equivalents (NCEs).

4. Test levels and forms must correspond to the most recent or next previous edition. Test Codes and other Quality Control Specifications have been provided to

MSRTS. These specifications and codes will be presented during the training sessions to be conducted for data entry operators by MSRTS

4. Scores will be entered for all migrant children tested during acceptable fall or spring test administration windows regardless of the amount of student participation in the migrant education programs. However, NASDME, and USED/OME may wish to consider establishing minimum participation levels which would warrant the inclusion of individual student data in the evaluation reports.

   a. The data may be entered by participating states using their normal data entry modes to MSRTS (i.e. direct entry from terminal centers located in schools, districts, regions, state offices) or through electronic batch files such as computer tapes.

   b. The preferred metric for reporting norm-referenced test data is the national percentile rank (whole numbers, 1 through 99). It is the most widely understood and directly interpretable unit of measurement for needs assessment, evaluation, diagnostic and placement purposes. The rationale for this preference is based on the premise that data accuracy is supported by its utility. That is, useful data have a tendency to be more accurately maintained than data which are not useful.

      Alternately, percentile ranks computed from state norms that conform to the regulatory four Technical Standards are acceptable. A mechanism will be developed by NASDME for approving state-normed data; however, such norms will be judged at a minimum on reliability, validity, and the norming process followed, to include the size of the norming sample.

      Though percentile ranks will be converted to Normal Curve Equivalents (NCEs) at the appropriate points of aggregation, NCEs have very limited use for individual student interpretations and will be accepted as a second alternate metric only where states insist (whole numbers, 1 through 99).

   c. The following test subject areas will be of primary interest:

      1) Basic Skills in Reading, Math and Language Arts.

2) More Advanced Skills in Reading (Reading Comprehension) and Math (Problems and Applications) or their equivalents.

d. Test data entered for children in grades kindergarten through 12 will be analyzed for Needs Assessment purposes; only data for children in grades 2 through 12 will be processed for evaluation purposes.

5. The first responsibility for data accuracy in the Needs Assessment and Evaluation System is at the local level and has to do with the proper test score conversions. It is crucial that norms tables which are appropriate for the dates of actual testing be used to derive percentile ranks before such data are entered into MSRTS. Doing so will eliminate data errors being introduced into the system.

   The regular published norms tables should be used if the test administration date is within two weeks (14 calendar days) of the mid-point of the empirical norm date. Interpolated norms should be used if the test administration date is within the beginning of the 3rd through the end of the 6th week period (15 through 42 calendar days) from the mid-point of the empirical norming date. Each state will need to ensure that the correct norms have been used for local score conversions or else data errors will be introduced into the system.

6. State Summary Data and Data Exception Reports will be generated by MSRTS so that state directors can review the accuracy of test data being submitted by their local projects. Some problems such as missing information or out of range data can be corrected; some problems such as out of range test dates or out of date editions cannot be corrected.

   After the allotted time period for data corrections has expired, MSRTS will generate a **separate validated test data file for this system** according to the quality control specifications provided them. This test data file will be used to develop national and state needs assessment and evaluation profiles. Copies of the test data file shall be provided to the NASDME Evaluation Committee Chairperson upon completion.

7. Upon completion of the analyses, participating state directors will receive a report of the results of the analyses of data received from their own states and a copy of a national profile of evaluation data. In addition, a copy of the national profile may be issued to USED/OME.

B. Characteristics of Needs Assessment and Evaluation Reports

NASDME and USED/OME should annually determine exactly what is to be reported through the analyses done by MSRTS. The following are examples of some possible analyses:

1. Comparisons of scores of migratory children who have participated in

   a. regular school term programs only,

   b. regular and summer programs, and

   c. summer programs only.

2. Comparisons of scores of children who participated in Chapter 1 migrant programs with those in non-migrant funded supplemental programs.

3. Comparisons of scores categorized by ethnicity, grade level, basic and advanced skill areas, gender, or age/grade discrepancy. Other relevant variables might include migrant status, amount of instruction and language proficiency.

4. Any combination of the above or other variables.

C. Output Data Specifications

The following are data elements which should be included in the validated test file produced after all quality controls are implemented.

1. ID number and Mnemonic; state and local project codes
2. Date of birth (mm/dd/yy)
3. Gender
4. Racial/Ethnic Group
5. Migrant Status
6. Grade at pretest; grade at posttest
7. Days enrolled; Days present
8. Number of moves (school interruptions) by school term
9. Test date, form, level, and code
10. Score type (P or N); test score (2 digit)
11. Termination flag

12. Supplemental program codes to include reading, math, language arts (4/12, 3/13, 14) and the first two additional codes encountered; funding flag; cumulative hours; and school term

D. Proposed Needs Assessment Report Information for 1990-1991

Displays of summary test statistics by subtest by grade level by subject

a. Number of children scoring in each decile of the percentile rank scale

b. Mean pretest NCEs, median NCE scores, modes

c. Number of students enrolled, number tested

d. Number of days attended (grouped frequencies)

e. Scores by age/grade groupings

E. Evaluation Report

Statistics required for state directors to use in reporting to USED/OME.

F. MSRTS Responsibilities

1. Establish internal procedures for ongoing receipt and processing of data.

2. Determine numbers of students enrolled and participating in various migrant education programs at the time of testing (by grade level and subject area).

3. Program the edit, score conversion and test data analysis specifications (to include error codes and reports).

4. Design formats for exception reports, state and national level needs assessment and achievement evaluation reports.

5. Pilot test all aspects of the program analyses using a data set with known parameters,

6. Establish necessary staff assignments and technological support necessary for the following ongoing activities:

a. Receipt of test data from both fall/fall and spring/spring testing cycles.

b. Conduct edit checks, verify data, develop summary analyses for participating states and the nation.

c. Store and assure access to data for longitudinal analyses of individual children as well as state and local programs.

d. Respond to requests from state directors, NASDME, and USED/OME for research using the validated test data file(s). The data for such research, in most cases, will be downloaded to the requesting agency where the actual research will be accomplished.

G. Completion Deadline Dates Of Activities

DATE	ACTIVITY
May 15, 1990	Pilot test system completed using achievement data with built-in errors to ascertain accuracy of edit checks and analyses. Results of MSRTS edit to be compared with existing validated edit system analysis results.
Spring, 1990	MSRTS will commence training for operators who will enter data into this system.
Aug 1, 1990	Pilot test entire system completed (from data entry to reports issuance) on a sample set of "real" achievement test data.
Sep 19, 1990	Receipt of Spring, 1990 test data by MSRTS from the participating states which follow Spring-Spring test administrations.
Oct 3, 1990	Data Exception Reports issued to participating states from MSRTS.
Oct 24, 1990	Exception Reports reconciled, analyses of data commences at MSRTS.
Nov 21, 1990	Needs Assessment Reports issued by MSRTS to participating states.
Feb 20, 1991	Receipt of Fall, 1990 test data by MSRTS from the participating states which follow Fall-Fall test administrations.

Mar 6, 1991	Data Exception Reports issued to participating states from MSRTS.
Mar 27, 1991	Exception Reports reconciled, analyses of data commences at MSRTS.
Apr 24, 1991	Needs Assessment from Fall test data issued by MSRTS to participating states.
Sep 18, 1991	Receipt of **Spring, 1991** test data by MSRTS from the participating states which follow Spring-Spring test administrations.
Oct 2, 1991	Data Exception Reports issued to participating states from MSRTS.
Oct 23, 1991	Exception Reports reconciled, analyses of data commences at MSRTS.
Nov 20, 1991	Needs Assessment and first Evaluation Reports issued by MSRTS to participating states which follow a Spring-Spring test administration cycle. National profile issued to participating states and to OME.
Feb 19, 1992	Receipt of **Fall, 1991** test data by MSRTS from the participating states which follow Fall-Fall test administrations.
Mar 4, 1992	Data Exception Reports issued to participating states from MSRTS.
Mar 25, 1992	Exception Reports reconciled, analyses of data commences at MSRTS.
Apr 22, 1992	Needs Assessment and first Evaluation Reports issued by MSRTS to participating states which follow a Fall-Fall test administration cycle. National profile issued to participating states and to OME.

This cycle will be repeated annually thereafter. Changes to the reports may be made on a annual basis.

Scores will be initially analyzed for 5 commonly used tests only

1. California Achievement Test (CAT)

2. Comprehensive Test of Basic Skills (CTBS)

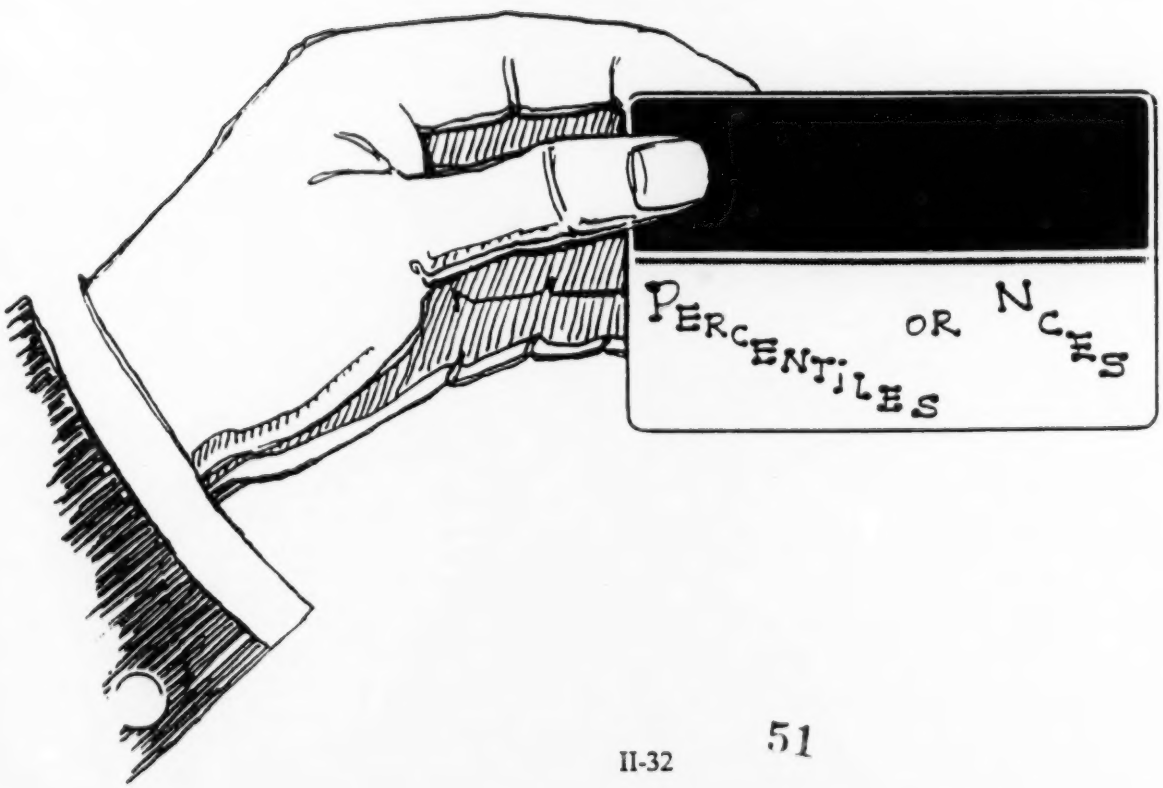
3. Iowa Test of Basic Skills (ITBS)

4. Metropolitan Achievement Test (MAT)

5. Stanford Achievement Test (SAT)

METRICS for Reporting
- MENAES -

- o Percentiles (preferred)
- o NCEs



Test/Subtest Subject Area Scores to Report

- Basic Skills
  - reading
  - mathematics
  - language arts
- Advanced Skills
  - reading
  - mathematics

Grade Levels to Report

- For needs assessments purposes:
  - Kindergarten through grade 12
- For evaluation purposes
  - Grades 2-12

Only Allowable Test Cycles to Report

- Spring/Spring
- Fall/Fall

DATA QUALITY CONTROL
EDIT CHECKS

- Are correct norms used for local score conversions?
- Is there any missing or inconsistent information?
- Were tests administered within 6 weeks of the empirical norm date?
- If between the third and sixth week, were interpolated norms used in score conversions?
- Are interpolated norms used when test dates are between 4 and 6 weeks of the empirical norm date?
- Are up-to-date test editions used (most recent or next previous edition)?
- Are scores reported in percentiles or NCEs?
- Are percentile and NCE scores whole numbers, 1 through 99?
- Are test codes entered correctly and contain 3-5 digits?
- Are test forms appropriate to grade levels?

Reports on the Characteristics of Scores
Migrant Education Needs Assessment and Evaluation System

- Project information
  - regular
  - regular and summer
  - summer

- Participation information
  - ethnicity
  - grade level
  - gender
  - age/grade discrepancy
  - migrant status
  - language proficiency
  - handicapping conditions

- Program information
  - migrant versus non-migrant funded supplemental programs
  - basic and advanced skills areas
  - amount of instructional time
  - advanced skill area

TIMELINE FOR MENAES ACTIVITIES

DATE	ACTIVITY
May 15, 1990	Pilot test system completed using achievement data with built-in errors to ascertain accuracy of edit checks and analyses. Results of MSRTS edit to be compared with existing validated edit system analysis results.
Spring, 1990	MSRTS will commence training for operators who will enter data into this system.
August 1, 1990	Pilot test entire system completed (from data entry to reports issuance) on a sample set of "real" achievement test data.
	MSRTS data entry guide developed.
Summer/Fall, 1990	Data entry for desired outcomes.
September 19, 1990	Receipt of Spring, 1990 test data by MSRTS from the participating states which follow Spring-Spring test administrations.
Fall, 1990 (TBA)	Migrant Program Improvement Workshop
October 3, 1990	Data Exception Reports issued to participating states from MSRTS.
October 24, 1990	Exception Reports reconciled, analyses of data commences at MSRTS.
November 21, 1990	Needs Assessment Reports issued by MSRTS to participating states.
	First national summary report printed for use at December State Coordinator's meeting.
February 1, 1991	Establish MSRTS/state option items.
February 20, 1991	Receipt of Fall, 1990 test data by MSRTS from the participating states which follow Fall-Fall test administrations.
March 6, 1991	Data Exception Reports issued to participating states from MSRTS.

March 27, 1991	Exception Reports reconciled, analyses of data commences at MSRTS.
April 24, 1991	Needs Assessment from Fall test data issued by MSRTS to participating states.
August 1, 1991	Recommendations to refine data collection entry and retrieval.
Summer/Fall, 1991	Data entry for desired outcomes.
September 18, 1991	Receipt of **Spring, 1991** test data by MSRTS from the participating states which follow Spring-Spring test administrations.
October 2, 1991	Data Exception Reports issued to participating states from MSRTS.
October 23, 1991	Exception Reports reconciled, analyses of data commences at MSRTS.
November 20, 1991	Needs Assessment and first Evaluation Reports issued by MSRTS to participating states which follow a Spring-Spring test administration cycle. National profile issued to participating states and to OME.
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March 25, 1992	Exception Reports reconciled, analyses of data commences at MSRTS.
April 22, 1992	Needs Assessment and first Evaluation Reports issued by MSRTS to participating states which follow a Fall-Fall test administration cycle. National profile issued to participating states and to OME.

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MIGRANT EDUCATION EVALUATION INFORMATION

General Evaluation Requirements

- Objective measures of the educational progress of project participants (201.52)
  - basic skills
  - advanced skills
- Comparing project outcomes to those of a non-project comparison group (201.52)
- Schoolwide and SEA level achievement aggregation (1019(1)(b))

- Measurable desired outcomes (201.51(a))

  - instructional services
  - support services

- Sustained effects studies for formerly migratory students (category III and VI) who participate in a <u>full school year program</u> for at least two years in an operating agency (201.51(a))

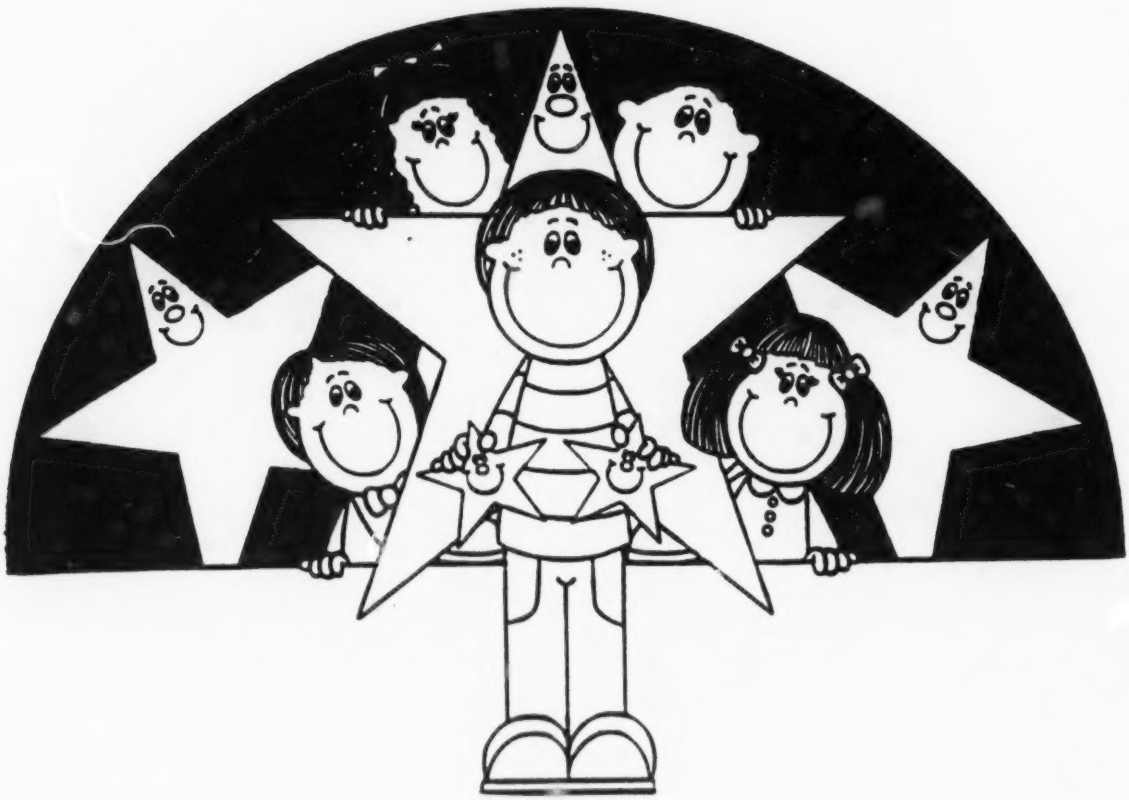
- Use of evaluation results for program improvement purposes (201.36(c); 201.56)

SOME EXAMPLES OF OBJECTIVE MEASURES OF EDUCATIONAL PROGRESS

- Criterion Referenced Tests (CRTs)
- Basal Reading Level
- Attendance
- Grade Retention Rates
- Teacher Rating Scales
- Drop-out Rates
- Changes in Attendance Patterns
- Declining Course Drop-out

Must meet the technical standards for validity and reliability specified in Section 201.53 of the Regulations and must be compared to those of an appropriate non-project comparison group.

NON-PROJECT COMPARISON GROUP



Children who are as similar as possible in characteristics and background to the migrant project students for whom the comparison is being made.

DEFINITION OF

APPROPRIATE NON-PROJECT COMPARISON GROUPS

Persons who are as similar as possible in:

- age
- grade
- language
- degree of language fluency
- previous achievement level
- other relevant background variables

MIGRANT EDUCATION PROJECTS

Examples of Possibly Appropriate
Non-Project Comparison Groups

Students in:

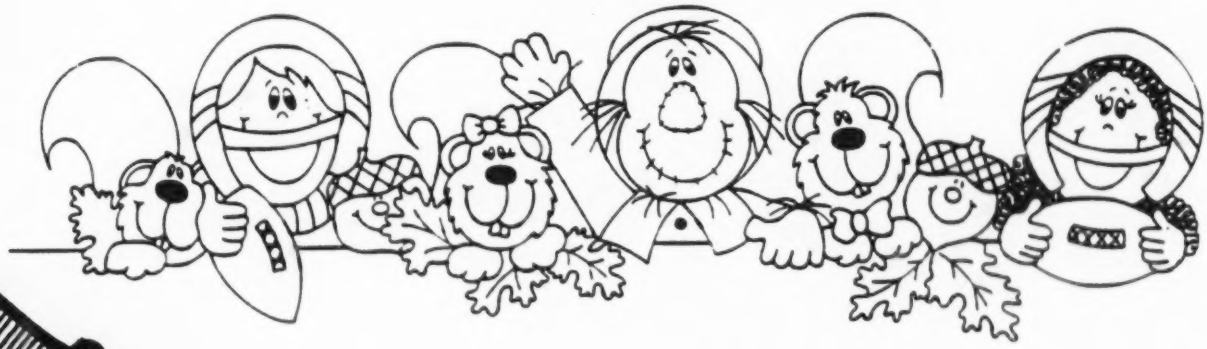
1. *Chapter 1 Basic program*

2. *Title VII Program*

3. *ESL or Bilingual Program*

4. *Regular program who are eligible for migrant education services but are not in greatest need and are, therefore, not served.*

5. *Regular program whose parents, because of military service or other reasons, have moved frequently.*

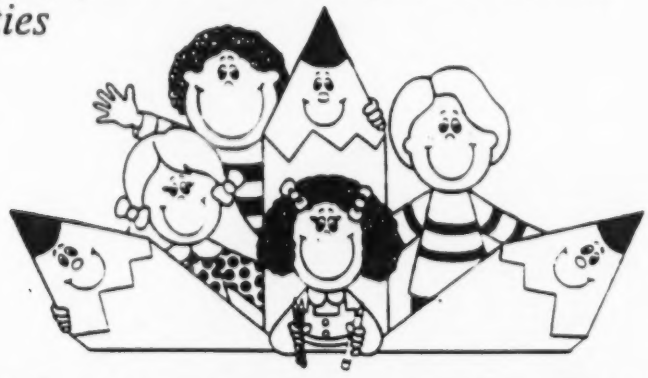


NOTE: If a "similar" group cannot be found, a group "as similar as possible" should be used.

SUPPORT SERVICES

Examples of Measures of the Educational Progress

- *Changes in student attendance rates*
- *Determining the number or percentage of project students seeking and receiving guidance/counseling services*
- *Measuring the percentage of project students meeting defined health standards*
- *Evaluating the language skills of LEP students as measured on a language proficiency instrument*
- *Evaluating the change in the rate and assessed quality of parent involvement in various activities*



NOTE: The selected measures of progress in support services should be relevant to the desired outcomes of the support service component.

WHAT CONSTITUTES...

Basic Skills?

Advanced Skills?

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